

## CHAPTER I

### INTRODUCTION

In this chapter, the researcher discusses background of the study, problem of the study, purpose of the study, significance of the study, scope and limitation, and definition of key term.

#### 1.1 Background of Study

Writing is one of the language skills beside listening, speaking and reading. There are some opinions about writing, from general to specific. It is supported by Raymond (1980) “writing is more than a medium of communicating. It is a way of thinking well. Writing is also a way of finding out what we know and we need to learn. Writing is also a way of learning”.

Based on the researcher’s interview with a teacher in SMP Muhammadiyah 4 Malang, the teacher opines that the teaching-learning writing was not satisfactory. The teacher chose WH-Question as a strategy to increase the students’ writing skill but the students are still confused in used WH-Question to improve their writing ability. Therefore, the researcher interested to investigate the effectiveness of using WH-Question.

Before we talking about the definition of WH-Question, we must know about “what question is”. Question is a sentence which need an answer. A question is a linguistic expression which is marked by a question mark if written. It makes a request for information. In learning English, learners need to know

types of question. There are several types of question. The first is general question, also known as “yes or no question” because a short answer (yes or no) is expected most often, like: do? Did? Have? Has? Is? Are? Etc. the second is special question, we called WH-Question which commonly begin with “WH”

In this study, the researcher would like to make research on the effectiveness of using WH-question of the first year student at SMP Muhammadiyah 4 Malang with the topic *“The effectiveness of using WH-question to improve students writing ability at SMP Muhammadiyah 4 Malang”*

## **1.2 Research Problem**

In this study, the researcher wants to find the answer to the following questions: “How the effectiveness of using WH-Question on teaching writing at SMP Muhammadiyah 4 Malang? ”.

## **1.3 Research Objectives**

Based on the statement above, the research objectivities of the study was to know how the effectiveness of using WH- Question to improve students in writing skill.

## **1.4 Research Significance**

It is expected that the result of this research will be useful for teachers, and future researchers. For the teachers, the result of this research expected to improve their teaching-learning process in the writing class of using WH-Question. For the future researchers, it is expected that this research finding can be used as a reference for further research related to this study.

### **1.5 Scope and Limitation**

This study focuses on investigating the effectiveness of using WH-Question at SMP Muhammadiyah 4 Malang difficulties in writing ability using WH-Question. The researcher limits this study on the students from the two groups (experimental and control).

### **1.6 Definition of Key Terms**

To avoid misunderstanding, some important terms used in this study need to be defined:

1. Writing is a tool for learning the subject being studied and as a strategy for improving the confidence and the ability of students to communicate effectively Young, (2006).
2. WH-Question is the interrogative words beginning with what, where, who, which, why, whom, whose, when and how? Sengaji, (2012)